



## Judgment of the Problem-Based Learning Model with Blended Learning in EFL Academic Reading

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### **Abstract**

Judgment is carried out to assess the feasibility of the learning model that has been developed. The research aims to analyze the experts' assessment of the problem-based learning model with blended learning in EFL academic reading. The research design used is a qualitative method. Seventy statements of a questionnaire were utilized for collecting the data, and three experts are considered respondents of the research. A qualitative descriptive was applied to analyze the data. The result showed that four variables, namely syntax of the PBL model with blended learning, social system, reaction principle, support system, learning impacts, and companion impact, were distributed to the respondents who answered strong agree and agree. The authors recommended that students and educators can use this learning model to facilitate EFL academic reading teaching and learning.

**Keywords:** *Judgment; Problem-Based Learning; Blended Learning; EFL; Academic Reading*

### **Introduction**

Reading is a crucial skill (Aziz et al., 2019; Ismail et al., 2020; Kung, 2017; Nunan, 2003; Patel, M., F., and Jain, 2008) for English as a foreign language learner (Nunan, 2003). Reading is also pointed out as a vital skill as a tool of communication in written language through the form of texts (Ismail et al., 2020). According to Fathi & Afzali (2020), reading is a process conceptualized as decoding printed symbols into phonological forms to comprehend the meaning of the published texts. Another definition of reading is a receptive skill to understand printed words, such as discerning main ideas, understanding sequence, noticing specific details, making inferences, making comparisons, and making predictions in second and foreign language instruction (Ismail et al., 2017). To become a good reader, students have to comprehend the concept of reading, and one of them is the reading strategy.

Haris et al. (2007) point out seven strategies for becoming good readers. They are rapid and accurate word reading, setting goals for reading, noting the structure and organization of the text, monitoring their understanding while reading, creating mental notes and summaries, Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed, capitalizing on what they know about the topic and integrating that with new learning, making inferences, using mental images such as visualization to assist them in remembering or understanding events or characters. One type of reading is academic reading.

Academic reading is a necessary scholarly activity for learners to engage with at university (X. Liu & Read, 2020; Yapp & Graaff, 2021), an essential skill (Yulia et al., 2020) for success in education. Although it is an important skill for students, many researchers have identified several reasons students fail to complete required readings. The reasons are students may struggle to comprehend complex texts; when texts are difficult to understand, students may give up on them (Sharma et al., 2017), low confidence in their abilities to complete reading tasks also negatively affects students' reading behavior (Tuckman, 1991), learning only during exam periods (Clump et al., 2004). To overcome the problems in academic reading are utilized problem-based learning.

Problem-based learning (PBL) is the instructional approach in which students learn about a subject through the experience of solving an open-ended problem (Winarno et al., 2018). PBL constitutes an active and structured pedagogical approach that places the student at the center of the learning process, presenting scenarios and problems for groups to research and offer suitable solutions (Wyness & Dalton, 2018). PBL is also interpreted as an opportunity to engage students in the teaching process (Servant et al., 2019) and a method to find solutions to a particular problem through research (Savery, 2006). In addition, PBL is pointed out as a student-center learning model providing motivation and challenges to solve problems independently, involving problem-solving skills, thinking skills, self-directed learning, and teamwork (Barrows & Lynda, 2007; Yuliati et al., 2018). In this article, PBL model with blended learning.

The blended learning (BL) model combines face-to-face learning with technology and digital learning (e-learning) (Ramadhani & Umam, 2019). BL constitutes a blend of online and face-to-face instruction (Cronje, 2020). BL is a relatively new field that combines traditional teaching approaches with distance and online learning (Albiladi & Alshareef, 2019). BL is a course that blends online and face-to-face delivery (Allen & Seaman, 2002)(Hrastinski, 2019).

BL has emerged as a new trend in education in recent decades. That is evidenced by the many researchers related to PBL, especially in learning English, such as the PBL model with blended learning, conducted by Kolbaek (2018), who focused on teaching through PBL with a blended learning module at Aalborg University. Then, blended Learning in English Teaching and Learning (Albiladi & Alshareef, 2019).

Many researchers state the advantages of BL in learning English, such as developing students' language skills (Adas & Bakir, 2013; Ghazizadeh & Fatemipour, 2017; Shih, 2010), increasing students' motivation and engagement (Banditvilai, 2016; M. Liu, 2013; Manan et al., 2012), improve learning environment (Akbarov et al., 2018), assist students' vocabulary enhancement (Tosun, 2015), and enhance students' motivation, autonomy, and success (Ó Ceallaigh, 2021). This paper concentrated on analyzing the experts' assessment of the PBL model with blended learning in EFL academic reading.

## **Method**

This method employed a qualitative approach to analyze the experts' judgment regarding the PBL model with blended learning in EFL reading academic. Three experts were involved in this study. Method for gathering the data used questioner which was distributed to the respondents. The data analysis descriptively to analyze the experts' assessments to the learning model.

## **Result**

The result of the investigation can be identified into six variables, namely syntaxes of the PBL model with blended learning in EFL academic reading, social system, reaction principle, support system, learning impacts, and companion impact.

## 1. Syntaxes of PBL model with blended learning in EFL academic reading

Table 1. Syntax of PBL with blended learning

NO	Statements	Scores	Categories
1.	The learning model can improve students' curiosity.	4.7	Strongly agree
2.	The learning model can increase students' skills in collecting information to solve problems from various resources.	4.3	Agree
3.	The learning model can optimize the students and lecturers in equating perception about the stages in the problem-based learning process.	4.3	Agree
4.	The learning model prioritizes group-based learning	5	Strongly agree
5.	The learning model can improve students' collaborative skill.	4.7	Strongly agree
6.	The learning model can increase students' problem-solving skills.	4	Agree
7.	The learning model can develop students' critical thinking skill.	5	Strongly agree
8.	The learning model can improve students' creativity skills.	4	Agree
9.	The learning model optimizes students' center learning.	4.3	Agree
10.	The learning stages of academic reading start from identifying problems, gathering information to overcome problems, presenting various solutions to solve problems, and ending with reflection and evaluation.	5	Strongly agree
11.	The learning model utilizes blended learning to increase students' engagement in academic reading learning.	4	Agree
12.	The learning model optimizes academic reading from research articles to identify problems.	5	Strongly agree
13.	The learning model focused on EFL academic reading.	4.7	Strongly agree

Table 1 shows that the learning model draft gained feedback from three experts, especially in the syntax of the PBL model with blended learning. Seven of the thirteen statements were found to agree strongly: statement number 1 about how the learning model can improve students' curiosity, number 4 about the learning model prioritizes group-based learning, number 5 about the learning model can improve students' collaborative skill, number 7 about the learning model can develop students' critical thinking skill, number 10 about the learning stages of academic reading are arranged to start from identifying problems, gathering information to overcome problems, presenting various solutions to solve problems, and ending with reflection and evaluation, number 12 about The learning model optimizes academic reading from research article to identify problems, and number 13 about the learning model focused on EFL academic reading. Whereas six statements agree, such as statement number 2 about the learning model can increase students' skill in collecting information to solve a problem from varieties of resources, number 3 about the learning model can optimize the students and lecturers in equating perception about the stages in the problem-based learning process, number 6 about the learning model can increase students' problem-solving skill, number 8 about the learning model can improve students' creativity skill, number 9 about The learning model optimizes students' center learning, and number 11

about the learning model utilizes blended learning to increase students' engagement in academic reading learning.

## 2. Social System

Table 2. Social system

NO	Statements	Scores	Categories
14.	Optimize the role of lecturers as learning facilitators	4.3	Agree
15.	Optimize the role of the lecturer as a motivator	5	Strongly agree
16.	Optimize the role of lecturers as providers of information needed by students.	4.7	Strongly agree
17.	Optimize the assignments suitable for students' needs.	4.3	Agree

Table 2 points out four statements about the social system distributed to the experts. Two statements were strongly agreed: statement number 15 about optimizing the role of the lecturer as a motivator and number 16 about optimizing the role of lecturers as providers of information needed by students. Then two statements were agreed, such as statement number 14 about Optimizing the function of lecturers as learning facilitators and statement number 17 about optimizing the assignments suitable for students' needs.

## 3. Reaction Principle

Table 3. Reaction principle

NO	Statements	Scores	Categories
18.	Encourage interaction between students	4.3	Agree
19.	Encourage interaction between students and lecturers	5	Agree
20.	Optimize the role of a lecturer in giving direction or advice without looking at students' backgrounds.	4.3	Agree

Table 3 points out experts respond to three statements of reaction principle variable with the agreement. The statements are: encourage interaction between students, encourage interaction between students and lecturers, and optimize the role of a lecturer in giving direction or advice without looking at students' backgrounds.

## 4. Support system

Lesson planning per semester.

Table 4. Support system

NO	Statements	Scores	Categories
<b>A.</b>	<b>Structure</b>		
21.	The semester learning plan contains the course identity, learning outcomes, a brief description of the course, the topics, learning activities (learning method), time allocation, learning assessment, and resources.	4.3	Agree
22.	The semester learning plan contains aspects of attitudes, skills, and knowledge.	5	Strongly agree

23.	The semester learning plans are developed systematically from learning outcomes to evaluation.	4.7	Strongly agree
<b>B.</b>	<b>Learning outcomes</b>		
24.	The learning outcomes are formulated clearly by referring to the content standard of Indonesia national qualification framework curriculum.	4	Agree
<b>C.</b>	<b>Learning outcome per meeting</b>		
25.	The Meeting learning outcomes are formulated clearly by referring to the learning outcomes.	4.7	Strongly agree
<b>D.</b>	<b>Meeting learning outcome indicators</b>		
26.	The meeting learning outcome indicators were developed by referring to the learning outcome per meeting.	4.3	Strongly agree
27.	The meeting learning outcome indicators were formulated by using operational verbs.	4.7	Strongly agree
28.	The meeting learning outcome indicators were formulated by using concise and clear sentences.	4	Agree
29.	The meeting learning outcome indicators are regulated by considering the students' abilities.	4	Agree
<b>E.</b>	<b>Topics</b>		
30.	The topics are presented as suitable for students' needs.	5	Strongly agree
31.	The topics are presented to improve students' EFL academic reading.	4.7	Strongly agree
32.	The topic will encourage students to collaborate between students	4	Agree
33.	The topic will encourage students to think critically	4.7	Strongly agree
34.	The topic will encourage students to be creative	4.3	Agree
<b>F.</b>	<b>Learning activities</b>		
35.	The learning activities were applied stages of PBL model with blended learning.	5	Strongly agree
36.	The learning activities are performed by identifying problems, collecting information for solving a problem, presenting the problem, and reflecting and evaluating learning.	5	Strongly agree
37.	The syntax of learning activities is managed by pre-activity, while-activity, and post-activity.	4.6	Strongly agree
38.	The learning activity makes students as a learning subject.	4.7	Strongly agree
39.	The learning activity utilizes blended learning to encourage student engagement.	4.3	Agree
40.	The learning activity encourages students' collaboration to overcome problems	4.3	Agree
<b>G.</b>	<b>Assessment</b>		
41.	The formation of assessment covers cognitive, attitude, and psychomotor.	4.3	Agree
42.	The formation of assessment refers to meeting learning outcome indicators.	4.3	Agree
43	The formation of assessment refers to language that is easy to understand.	5	Strong agree

Table 4 states twenty-three statements of support systems variable, especially lesson plan per semester can be divided into seven items, namely structure consisting of three statements, leaning outcomes consisting of one statement, learning outcome per meeting consisting of one statement, meeting learning outcome indicators consisting of four statements, topics consisting of five statements, learning activities consisting of six statements, and assessment consisting of three statements.

The statements of the variable are responded by experts with strong agree consisting of thirteen statements, such as statement of number 22 about the semester learning plan contains aspects of attitudes, skills, and knowledge, number 33 about the semester learning plans are developed systematically, starting from learning outcomes to evaluation, number 25 about the meeting learning outcomes are formulated clearly by referring to the learning outcomes, number 26 about the meeting learning outcome indicators developed by referring to the learning outcome per meeting, number 27 about the meeting learning outcome indicators formulated by using operational verbs, number 30 about the topics are presented suitable with students' need, number 31 about the topics are presented to improve students' EFL academic reading, number 33 about the topic will encourage students to think critically, number 35 about The learning activities was applied stages of PBL model with blended learning, number 36 about the learning activities are performed trough identifying problems, collecting information for solving a problem, presenting the problem, and reflecting and evaluation of learning, number 37 about the syntax of learning activity are managed from pre activity, while activity, and post activity, number 38 about the learning activity makes students as a learning subject, and number 43 about The learning activity makes students as a learning subject.

The twenty statements are responded with agree are statement of number 21 about the semester learning plan contains the course identity, learning outcomes, brief description of the course, the topics, learning activities (learning method), time allocation, learning assessment, and resources, number 24 about the learning outcomes are formulated clearly by referring to the content standard of Indonesia national qualification framework curriculum, number 28 about the meeting learning outcome indicators developed by using concise and clear sentences, number 29 about the meeting learning outcome indicators are regulated by considering the students' abilities, number 32 about the topic will encourage students to collaborate between students, number 34 about the topic will encourage students to be creative, number 39 about the learning activity utilize blended learning to encourage student engagement, number 40 about the learning activity encourage students' collaboration for overcoming problems, number 41 about The formation of assessment covers cognitive, attitude, and psychomotor, and number 42 about The formation of assessment refers to meeting learning outcome indicator.

## 5. Learning impacts

Table 5. Learning impacts

NO	Statements	Scores	Categories
	<b>Students have:</b>		
44.	Understand EFL reading text	5	Strongly agree
45.	Comprehend the concepts of academic reading skill	4.7	Strongly agree
46.	Comprehend the strategy for reading English text (skimming, scanning, and reading for detail)	4.7	Strongly Agree
47.	Comprehend various academic reading texts	4.7	Strongly Agree
48.	Ability to summarize the text	4	Agree
49.	Ability to analyze types of the text	4.7	Strongly agree
50.	Ability to synthesize EFL academic reading	4.7	Strongly Agree
51.	Ability to criticize EFL research academic article	4.3	Agree

Table 5 points out that eight statements of learning impacts variable are responded with six statements with strong agree: understand EFL reading text, comprehend the concepts of academic reading skill, comprehend the strategy for reading English text (skimming, scanning, and reading for detail), comprehend various academic reading texts, ability to analyze types of the text, and ability to synthesize EFL academic reading. At the same time, two statements are responded to by agreeing on the ability to summarize the text and the ability to criticize EFL research academic articles.

## 6. Companion impacts

Table 6. Companion impacts

NO	Statements	Scores	Categories
	<b>Students have:</b>		
52.	Communication skills	4.7	Strongly agree
53.	Collaboration skills	4.7	Strongly agree
54.	Critical thinking skill	4.3	Agree
55.	Problem solving Skill	4.7	Strongly agree
56.	Creativity skill	4.3	Agree
57.	Innovation skill	4	Agree
58.	Leadership skill	4.7	Strongly agree
59.	Technology literacy	4.3	Agree
60.	Comprehension of the concept of PBL	4	Agree
61.	Understanding the stages of PBL	4.7	Strongly agree
62.	Comprehending the concept of blended learning	4	Agree
63.	Comprehending the type of blended learning	4	Agree
64.	Comprehending application are used in blended learning	4.7	Strongly Agree
65.	Curiosity	4	Agree
66.	Tolerance	4	Agree
67.	Responsibility	4.3	Agree
68.	Adaptability	4.3	Agree
69.	Persistence	4.3	Agree
70.	Initiative	4.3	Agree

Table 6 puts forward that nineteen statements of companion impact variable are responded with strong agree consisting of six statements, namely statement number 52 about students have communication skill, number 53 about students have collaboration skill, number 55 about problem-solving skill, number 58 about students have leadership skill, number 61 about students have understanding the stages of PBL, and number 64 about students have comprehending application are used in blended learning.

While thirteen statements were responded with agree: statement of number 54 about students have critical thinking skills, number 56 about students have creativity skills, number 57 about students have innovation skills, number 59 about students have technology literacy, number 60 about students have comprehension of the concept of PBL, number 62 about students have comprehending the concept of blended learning, number 63 about students have comprehension the types of blended learning, number 65 about students have curiosity, number 66 about students have tolerance, number 67 about students have a responsibility, number 68 about students have adaptability, number 96 about students have persistence, and number 70 about students have initiative.

## **Discussion**

The research aims to analyze the experts' assessment of the problem-based learning model with blended learning in EFL academic reading. Five variables were exposed in this discussion in line with the result: syntaxes of the PBL model with blended learning in EFL academic reading, social system, reaction principle, support system, learning impacts, and companion impact.

The Syntax of the PBL model with blended learning in EFL academic reading variable consisted of thirteen statements. Experts responded to seven statements with strong agreement, such as the statement about the learning model can improve students' curiosity, the learning model prioritizes group-based learning, which it is in line with Wyness and Dalton say the PBL model can be utilized by group-based learning to solve problems (Wyness & Dalton, 2018), the learning model can improve students' collaborative skill, the learning model can develop students' critical thinking skill, that is suitable with the researches were undertaken by Barrows & Lynda and Yuliati et al. points out PBL model can be applied by teamwork to improve students collaborative skills (Barrows & Lynda, 2007; Yuliati et al., 2018). The learning stages of academic reading are arranged to start from identifying problems, gathering information to overcome problems, presenting various solutions to solve problems, and ending with reflection and evaluation, the learning model optimizes academic reading from research articles to identify problems, and the learning model focused on EFL academic reading.

The experts responded by agreeing with six statements, such as the learning model can increase students' skill in collecting information to solve a problem from various resources, supported by (Barrows & Lynda, 2007; Yuliati et al., 2018). The learning model can optimize the students and lecturers in equating perception about the stages in the problem-based learning process to increase students' problem-solving skill, improve students' creativity skill, and optimizes students' center learning was supported by many researchers (Barrows & Lynda, 2007; Yuliati et al., 2018). The learning model utilizes blended learning to increase students' engagement in academic reading learning. Many researchers argue that blended learning can increase students' motivation and engagement (Banditvilai, 2016; Liu, 2013; anManan et al., 2012).

Experts responded to the social system variable with strongly agree and agree, namely, the lecturer's role as a motivator or facilitator to provide information and optimize the assignments suitable for students' needs (Winarno et al., 2018). Whereas experts respond to the reaction principle variable with agreement about the statements are encourage interaction between students, encourage interaction between students and lecturers, and optimize the role of a lecturer in giving direction or advice without looking at students' backgrounds.

The support systems variable, especially lesson plan per semester, can be divided into seven items, namely structure consisting of three statements, learning outcomes consisting of one statement, learning outcome per meeting consisting of one statement, meeting learning outcome indicators consisting of four statements, topics consisting of five statements, learning activities consisting of six statements, and assessment consisting of three statements.

The statements of the variable are responded by experts with strong agree consisting of thirteen statements, such as about the semester learning plan contains aspects of attitudes, skills, and knowledge, the semester learning plans are developed systematically, starting from learning outcomes to evaluation, the meeting learning outcomes are formulated clearly by referring to the learning outcomes, the meeting learning outcome indicators developed by referring to the learning outcome per meeting, the meeting learning outcome indicators formulated by using operational verbs, the topics are presented suitable with students' need, the topics are presented to improve students' EFL academic reading, the topic will encourage students to think critically (Barrows & Lynda, 2007; Yuliati et al., 2018), the learning activities was applied stages of PBL model with blended learning, the learning activities are performed trough identifying problems, collecting information for solving a problem, presenting the problem, and reflecting



and evaluation of learning, the syntax of learning activity are managed from pre activity, while activity, and post activity, the learning activity makes students as a learning subject, and the learning activity makes students as a learning subject (Winarno et al., 2018).

The twenty statements are responded with agree are statement about the semester learning plan contains the course identity, learning outcomes, brief description of the course, the topics, learning activities (learning method), time allocation, learning assessment, and resources, the learning outcomes are formulated clearly by referring to the content standard of Indonesia national qualification framework curriculum, the meeting learning outcome indicators formulated by using concise and clear sentences, the meeting learning outcome indicators are regulated by considering the students' ability, the topic will encourage students to collaborate between students, the topic will encourage students to be creative, the learning activity utilize blended learning to encourage student engagement, the learning activity encourage students' collaboration for overcoming problems (Barrows & Lynda, 2007; Yuliati et al., 2018), the formation of assessment covers cognitive, attitude, and psychomotor, and the formation of assessment refers to meeting learning outcome indicator.

The learning impacts variable is responded with strongly agree and agree, namely understanding EFL reading text, comprehending the concepts of academic reading skill, comprehending the strategy for reading English text (skimming, scanning, and reading for detail) that is supported by Haris et al. (2007), comprehending various academic reading texts, ability to analyze types of the text, and ability to synthesize, summarize and criticize EFL research academic article.

The companion impact variable is responded with strongly agree and agree, namely statements about students have communication skills, collaboration skills, problem-solving skills ( Haris et al., 2007), leadership skills, understanding the stages of PBL, comprehending application are used in blended learning, critical thinking skill, creativity skill, innovation skill, technology literacy, comprehension of the concept of PBL, understanding the concept of blended learning, comprehension the types of blended learning, curiosity, tolerance, responsibility, adaptability, persistence, and initiative.

## **Conclusion**

PBL model with blended learning in EFL academic reading is a learning model that applies students-center learning and educators as facilitators in learning of EFL academic reading that utilizes blended learning. The experts agreed that the learning model that has been designed would be continued in further testing because they responded to the seventy statements from a questionnaire with strong agreement and agreement. One strong statement about the syntax of the learning model variable is that the learning stages of academic reading are arranged to start from identifying problems, gathering information to overcome problems, presenting various solutions to solve problems, and ending with reflection and evaluation. At the same time, the learning impacts of the model are that students understand concepts, strategies, types, and texts of EFL reading. In addition, students can comprehend how to analyze, synthesize, summarize, and criticize EFL research academic articles.

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